

## **How a Bill Becomes a Law**

**Grade level:** High School

**EALRS:**

- |               |   |
|---------------|---|
| Civics 4.1    | Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level |
| Civics 2.1.3b | Analyze problems and solutions related to the distribution of authority   |
| Civics 2.1.3a | Examine and explain constitutional principles that establish and limit government   |
| Civics 2.3.3c | Analyze and explain how citizens can influence governments through voting, lobbying, protesting, revolution   |
| Skills 3.1.4d | Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors  |
| Skills 1.1.3b | Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources                   |

**Objective:** SWBAT demonstrate a working knowledge of the legislative process through (1) Identifying, using, and explaining key terms in legislative process (2) hypothesizing possible legislative outcomes (3) analyzing the relationship between government response to citizens needs.

**Procedure:**

1. Teacher will introduce key concepts and process of how a bill becomes a law in Washington.
2. Students will search state legislative website for three different examples of legislation (<http://www.leg.wa.gov/legislature>), and status and/or outcomes. One should have successfully become a law.
3. Student in small groups discuss bills that they have researched to identify influences that might impact legislation. (lobbying, government agencies, interest groups, citizens, public hearings, media, ect.)
4. Students will make propose a game design that shows the legislative process for teacher approval. (pass out student project sheet and rubric)
5. Students develop game.
6. Students will have opportunity and present and play each others game.

**Suggested Variations:**

- Incorporate Judicial Branch
- Use current legislation
- Incorporate Checks and Balances CBA
- Write legislation and present to local legislator
- Have legislator come speak to class
- Incorporate Project Citizen

### **How a Bill Becomes a Law Game Project**

**Assignment:** You and up to three other students will be creating a game that shows the legislative process. Make sure to select members that are creative, can research, organize, and communicate.

**Product:** Game that consists of all the steps of bill making process from drafting to becoming a law.

- **Game must show at least 3 paths of a bill:** 1. Bill being successful in one chamber and not the other, 2. a bill failing in committee 3. a bill involving governor's action. Overall students should show all ways that a bill can become a law.
- **Game must include written rules and instructions, they need to be typed!**

**The game board must include these terms:**

Drafting  
Sponsorship  
Committee  
Rules committee  
1<sup>st</sup> Reading  
2<sup>nd</sup> Reading  
3<sup>rd</sup> Readings  
Amendments  
Hearings  
Code Revisers Office  
Fiscal Note  
Floor discussion  
House of Representatives  
Senate  
Governor  
Lobbying  
Veto  
Law

These are some options you could use for your game design: trivial pursuit, Life, Shoots and Ladders, video game, Scene It, and Candy Land.

**Game design must be pre approved my teacher**

**Rubric:**

Game design =5

Instructions, rules, and playable =5

Key Terms= 10

Incorporated three or more accurate pathways of legislation =20